

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14TH NOVEMBER 2018

SUBJECT: CURRICULUM DEVELOPMENT UPDATE

A PURPOSE OF REPORT

For SACRE to receive verbal feedback on the Welsh Government consultation with SACRE and to consider and respond the Welsh Government questionnaire.

B BACKGROUND

Professor Donaldson's report *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales* recommended that:

“Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception”.

Welsh Government have held consultation meetings with representatives from SACREs throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) proposals. RE is to be placed within the New Curriculum within the Humanities AoLE. It will remain statutory and will, therefore, have a special place within the curriculum.

Representatives from Caerphilly SACRE attended the meeting in Cardiff and will report back to SACRE in the meeting. Welsh Government are proposing that a Supporting Framework for Religious Education be written. It is hoped that SACREs will adopt or adapt this Framework as Agreed Syllabi in a similar way to the National Exemplar Framework.

SACRE have received correspondence from Welsh Government containing a draft of the Humanities AoLE and a Questionnaire for SACRE's response to the consultation. The deadline for this consultation is 16th November 2018.

C RECOMMENDATION

For Caerphilly SACRE to receive verbal feedback on the Welsh Government consultation with SACREs and to consider and respond to the Welsh Government questionnaire.

D SUPPORTING INFORMATION

Appendix 1 Humanities AoLE Report Summer 2018
Appendix 2 Humanities AoLE Questions and Feedback Form

Humanities AoLE

Summer 2018

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How AoLE supports the Four Purposes

Humanities is the study of the human experience in the past and present in Wales, in the United Kingdom and in the wider world. It includes historical, geographical, religious and non-religious, political, economic and societal factors and concepts.

Through exploring 'what matters' about the humanities, learners will study people, place, time and religious and non-religious beliefs/world views. They will learn about Wales, Britain and the wider world, in the past and present, to build a solid base of knowledge and understanding of historical, geographical, political, economic, religious, non-religious and societal concepts. They will follow processes of enquiry, critically evaluate the evidence that they find, apply and communicate their knowledge effectively and thereby become ambitious, capable learners.

Learners will develop a range of skills and dispositions to become enterprising, creative contributors and responsible citizens. They will engage critically with local, national and global issues and use their knowledge to make links between challenges and opportunities in the past and present, and imagine possible futures, to contribute positively to improving the lives of people in their local community, in Wales, in the United Kingdom, and in the wider world.

Learners will understand their own and others' rights, values, ethics, religious and non-religious beliefs/ world views and philosophy. Through understanding, respecting and challenging different religious and non-religious beliefs/ world views and how to exercise their democratic rights and responsibilities, learners will become ethical, informed citizens of Wales and the wider world. They will consider, explore and make informed choices about sustainability and the impact of their own and others' actions in Wales, in the United Kingdom and in the wider world.

By developing their personal stances on matters of religious and non-religious world views, ethical challenges and social inclusion, they will become healthy, confident individuals, ready to lead fulfilling lives as valued members of society in Wales and the wider world. Exploring the natural world, locally, across Wales and in the wider world, will help them to develop their well-being and a sense of place.

What Matters Statements

The process of enquiry allows people to make sense of and engage with the world.

People perceive, interpret and represent events and experiences in different ways.

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Society has been shaped and influenced by human behaviour and beliefs

Humanity faces many challenges and opportunities, that require informed and considered responses.

Citizens should be ethical and informed, and able to engage in life and work.

WM1 - The process of enquiry allows people to make sense of and engage with the world.

The process of enquiry allows people to make sense of and engage with the world.

Developing the skills of enquiry within the humanities disciplines enables pupils to make sense of ideas, information and ultimately, the world around them. This empowers learners to be responsible for their own learning and equips them with the tools to continue the pursuit of knowledge throughout their lives. Learners pose questions, develop ideas and hypothesise outcomes across the Humanities. By gathering, analysing and evaluating a range of evidence, learners can interpret and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence, they learn to make coherent, substantiated conclusions and judgements. Learners critically evaluate the effectiveness of the enquiry process and how well it has helped them to make sense of and engage with the world.

| Knowledge- learners need to know: | Progression steps | Rationale |
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| Skills- Learners need to be able to: | Progression steps | Rationale |
|---|---|---|
| Asking questions to frame enquiries. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Fundamental to learners understanding as it is important to be curious. |
| Setting aims and objectives for enquiries | To be introduced at progression step 2 and revisited with increasing depth and complexity, at all subsequent progression steps. | It is important for a learner to set aims and objectives in order to understand the method and know when a task is complete. Promoting independent learning. (Cross curricular responsibility, interlinked with other AOLE's) |
| Gathering, working with and evaluating primary and secondary research methods. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Cross curricular responsibility and important for learners to identify reliable resources. |
| Interpreting findings, drawing and presenting conclusions or/and judgements using a variety of methods. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important as it demonstrates an understanding of the evidence they have collected. |
| Discussing and justifying views and opinions. | To be introduced at progression step 2 and revisited with increasing depth and complexity, | Cross curricular responsibility to communicate effectively. To be ambitious and capable learners. (4P) |

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| | at all subsequent progression steps. | |
| Independently selecting enquiry methods appropriate to the specific Humanities discipline. | To be introduced at progression step 5 with appropriate depth and complexity. | Disciplinary enquiry process may differ, and this will allow the learner to become and independent learner through selection. |
| Reflecting on the enquiry process | To be experienced at progression step 2 and revisited with increasing depth and complexity, at all subsequent progression steps. | Growing independence. This is important so that children have the opportunity to reflect and improve so that they engage more with their own learning. |
| Asking further questions to develop the enquiry | To be introduced at progression step 4 and revisited with increased depth and complexity at step 5. | Independence to question further – develops curiosity. Problem solving and actively helping to solve it. |

| Experience- Learners need to experience: | Progression steps | Rationale |
|---|---|---|
| Experience: Exploring different types of sources and evidence | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Evidence can be in a variety of forms, learners should experience a wide variety of sources to formulate a holistic view. |
| Experience: Developing the skills of each part of an enquiry process as well as the enquiry process as a whole. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Learners should understand the relevance of each part of the enquiry process, and how this builds into the whole process. |

Achievement Outcomes for the What Matters Statement

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| | WM1 |
| Progression Step 1 | I can ask questions and suggest some answers as part of my enquiry. I can sort and group evidence within my enquiry. I can record observations as part of my enquiry. |
| Progression Step 2 | I ask and respond to questions as part of my enquiry. I am aware of the difference between fact and opinion. I can select information from evidence provided to gain ideas to answer specific questions. I can interpret data and communicate my findings. I can identify what did and did not work during my enquiry. |
| Progression Step 3 | I use my knowledge and experiences to form questions for my enquiry. I distinguish between facts, opinion, beliefs, views and give reasons for these. I find and collect evidence to support my enquiry. I can interpret data and use this to inform my conclusions, giving reasons. I judge the usefulness of the evidence. |
| Progression Step 4 | I make connections between my knowledge and experiences to form a line of enquiry, independently. I identify and select a variety of relevant evidence independently and I can infer meaning in order to draw reasoned conclusions. I understand the significance of sources of authority and begin to assess the impact of them. I evaluate the usefulness and analyse the reliability of evidence. When reflecting on my enquiry I can evaluate its success and suggest improvements. |
| Progression Step 5 | I can hypothesise outcomes about the context of study. I gather a variety of relevant evidence, including quantitative and qualitative data. I interpret evidence and infer meaning, and draw conclusions, synthesising a range of evidence. I evaluate the usefulness of the evidence and analyse its reliability based on content, origins, purpose and context. I identify weaknesses in selective statistical presentation of data. I understand the impact of sources of authority and analyse how they are interpreted and used. I make coherent, substantiated judgements and responses which are balanced and take into consideration a range of viewpoints. When reflecting on my enquiry I can independently evaluate its success, suggest improvements and refine my methodology for future enquires. |

WM2 - People perceive, interpret and represent events and experiences in different ways.

People perceive, interpret and represent events and experiences in different ways.

Humanities allows learners to consider the different ways in which people view and represent events and experiences. Learners will develop their understanding of how narratives and representations are constructed, how and why interpretations of events and experience differ and how people, time, place and beliefs influence perceptions. Learners critically question and evaluate the validity of interpretations and representations in order to create their own informed and balanced understanding of events and experiences.

| Knowledge- learners need to know: | Progression steps | Rationale |
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| Perceptions, interpretations and representations of significant people and events, past and present, from Wales and the wider world. Interpretations often change over time. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Pupils need to be able to recognise that people and events are perceived, interpreted and represented differently. They should know why interpretations differ, that interpretations can change and how to critically evaluate them. They need to recognise how and why perception, interpretations and representations change in order to make sense of conflicting and competing accounts. Teaching pupils about different perceptions, interpretations and representations informs pupils about the people who created them and the societies in which they lived, helping them to become ethically informed citizens. Events include historical, societal, political and economic. |
| Perceptions, interpretations and representations of religious and non-religious beliefs/ world views and practices, including political and economic ideologies and perspectives. Interpretations often change over time. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | As above. |

| Skills- Learners need to be able to: | Progression steps | Rationale |
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| Skill: Distinguishing between fact, opinion, belief and world views. | To be introduced at progression step 2 and revisited with increasing depth and complexity, all subsequent progression steps. | This is fundamental to critically process the range of data and information available to learners. It is important that pupils are able to judge facts and opinions carefully in order to come to an informed conclusion. |
| Skill: Evaluating the credibility and validity of viewpoints, interpretations and perspectives. | To be introduced at progression step 4 and revisited, with increasing depth and complexity, progression steps 5. | This is a vital skill for understanding the diverse beliefs and world views in order to be able to form their own |
| Skill: Forming and expressing informed, balanced and justified conclusions. | To be introduced at progression step 5 at appropriate depth and complexity. | This is essential for demonstrating overall understanding of knowledge and development of own views |

| Experience- Learners need to experience: | Progression steps | Rationale |
|--|---|---|
| Experience: Exploring different representations and interpretations of the past. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for learners to experience different representations and interpretations, to make sense of conflicting and competing accounts and to understand the contexts of the people who created them and the societies in which they lived. This will help them to become ethically informed citizens. |

Achievement Outcomes for the What Matters Statement

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| | WM 2 |
| Progression Step 1 | I am aware that people have different viewpoints about familiar experiences. |
| Progression Step 2 | I am aware of the difference between fact and opinion. I can identify that events and experiences are viewed and represented in different ways. |
| Progression Step 3 | I can distinguish between fact, opinion, belief and world views and give reasons for the differences. I can describe the different perspectives and representations of events and experiences. |
| Progression Step 4 | I can consider and provide some explanation for the reasons for different viewpoints and perspectives of events and experiences. I understand and analyse how and why events and experiences have been interpreted and represented in different ways, and I understand that different conclusions are possible. |
| Progression Step 5 | I can consider different disciplinary lenses when exploring a range of viewpoints and perspectives of events and experiences. I take into account the changes in these viewpoints and perspectives, depending on time, places and beliefs. I can evaluate and synthesise different interpretations to come to an informed conclusion about events and experiences. I can evaluate the credibility and validity of viewpoints, interpretations and perspectives. |

WM3 - Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Studying humanities helps learners to identify, understand and analyse the diverse and dynamic interactions between people and place. Physical processes in Wales, and the wider world, have major impacts on places, environments, landscapes and the lives of people. Human actions have major impacts on the natural world. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the causes and consequences of change. Innovation, economic and technological developments have shaped and continue to shape Wales' environment and the wider natural world. Experiencing the natural world, contributes to learners' understanding and development of spirituality, well-being and sense of place. Human responsibility for the environment and the actions humans take, can be influenced by diverse beliefs, practices, ethics and philosophies.

| Knowledge- learners need to know: | Progression steps | Rationale |
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| The physical geography of places and environments in Wales and the wider world | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | This allows learners to understand their local and wider environments is vital to developing who they are and where they come from. Also understanding how places are shaped and developed over time. |
| The physical processes that have and continue to shape the natural world. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Allows pupils to understand how the world works to produce informed citizens. |
| The impact of physical changes on the natural world. | To be introduced at progression step 2 and revisited with increasing depth and complexity, all subsequent progression steps. | It is important that learners understand the effects that physical changes have to the natural world to respond appropriately. |
| The impact of human actions (social, economic, business and technological) on the natural world. | To be introduced at progression step 1 and revisited with increasing depth and complexity, all progression steps. | It is important that learners understand the effects that human actions have on the natural world in order to respond appropriately now and in the future. |
| The impact of physical processes on the lives of people. | To be introduced at progression step 1 and revisited with increasing depth and complexity, all progression steps. | It is important that learners understand the effects that physical changes have the natural world to respond appropriately. |
| Patterns, trends and distributions of places and spaces in Wales | To be introduced at progression step 2 and revisited with increasing depth and complexity, all | Essential concepts that allow learners to understand the significance of location and trends so that they can relate their understanding to what is happening elsewhere in |

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| and the wider world | subsequent progression steps. | the world and predict future trends. |
| The religious and non-religious beliefs about the origins of the natural world. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Learners should have an understanding of different perspectives on the creation of the world to develop their own beliefs. |
| Views and beliefs on the global responsibility for the natural world. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Important for learners to have an understanding of different perspectives of global responsibilities to become an ethical and informed citizen. |
| Understand cause, effect, continuity, change and significance and how they can be linked. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Essential concepts that allow learners to understand the how and why things change. |

| Skills- Learners need to be able to: | Progression steps | Rationale |
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| Understand, demonstrate and apply map skills within traditional and digital maps. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important because learners need to know where their locality is, where places are and how places relate to other places. |

| Experience- Learners need to experience: | Progression steps | Rationale |
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| Experience: Learning in the outdoors. | To be experienced at all progression steps but is fundamental to progression step 1 and 2. | Learning outside the classroom supports the development of a learners' healthy and active lifestyles, giving them contact with the natural world, understanding and respecting nature, supporting problem solving skills, and developing a sense of wonder and awe in their environment. |
| Experience: Fieldwork that develops understanding of geographical processes. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Fieldwork is a key component of this WM and WM5. Experiencing first hand allows for deepened understanding. |
| Experience: Using and interpreting aerial photographs, world maps, atlases, globes and | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important because learners need to know where their locality is, where places are and how places relate to other places. It is important for pupils to understand spatial skills. |

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| digital/computer mapping and creating maps at different scales. | | |
| Experience: Experience awe and wonder, in order to make sense of the natural world. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Essential to a learner's spiritual development. |
| Experience: Demonstrating care, responsibility, concern and respect for the environment. | To be experienced at progression step 1 and revisited with increasing depth and complexity, all progression steps. | To be able to experience how to look after the environment practically and to see its impact on the future. |

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Achievement Outcomes for the What Matters Statement

| | WM 3 |
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| Progression Step 1 | I can recognise features of a range of places. I am aware of changes that have occurred, and continue to occur, within my locality. I can communicate my feelings and ideas about different places. |
| Progression Step 2 | I know where places I am learning about are. I can describe features of the places I am learning about. I am aware that humans and the natural world interact in different ways and, as a result, the features of those places may change. I can describe my ideas and feelings about the natural world. I am aware that people have a responsibility towards the environment. |
| Progression Step 3 | I understand that places, environments and landscapes vary due to physical processes. I can identify causes and consequences of physical processes. I can describe how physical processes and human actions interact. I describe change and continuity that occur in places that I am learning about and the impact these have on people's lives. I know that there are different explanations for the existence of the natural world. I understand that diverse religious and non-religious beliefs and views will impact on peoples' responses to their environmental responsibility. |
| Progression Step 4 | I can explain how change can vary in terms of scale and pace and explain how change and continuity effects place. I explain and evaluate the significance of the causes and consequences of events and changes over time, within the natural world, and predict possible consequences. I can explain the interaction between a range of physical processes and human behaviour. I can describe and explain patterns and distributions on a range of scales. I can evaluate contrasting explanations for the existence of the natural world. I can evaluate how diverse, religious and non-religious beliefs and practices may impact the natural world and how they may influence the responses to environmental responsibility. |
| Progression Step 5 | I can consider different disciplinary lenses when critically examining how change and continuity are interdependent. I synthesise multiple causes and consequences, and analyse how they interact. I identify and understand the intentional and unintentional consequences of human actions on the natural world. I understand the complexity and dynamism of the natural world and of the interdependence of human actions and the natural environment. I select and justify methods to represent places, environments and patterns cartographically. I can analyse and critically respond to different explanations for the existence of the natural world. I can critically examine the diverse, religious and non-religious responses to environmental responsibility. |

WM4 - Society has been shaped and influenced by human behaviour and beliefs

Society has been shaped and influenced by human behaviour and beliefs

Humanities enables learners to understand how societies in Wales, in Britain and in the wider world have been formed and influenced by individuals, communities, political, economic factors, cultural values and religious and non-religious beliefs and practices. Societies have experienced continuity and change that has affected, and continues to, affect people's lives, in Wales, in Britain and in the wider world. The causes and consequences of human actions in the past and present have shaped society and how it has developed in different times and places. Exploring human relationships have intrinsic value. Opportunities to see connections between today's society and the past, how diverse religious and non-religious views have evolved over time and how these have influenced the behaviour and beliefs of people in Wales and the wider world today, is essential.

| Knowledge- learners need to know: | Progression steps | Rationale |
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| Significant people and events across a range of historical periods in Wales and in the wider world. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | A solid base of knowledge and understanding of how societies have been shaped by people and events is essential to developing an ethical, informed, ambitious learner who can place one's own life and experiences in context. |
| Political and economic ideologies, beliefs and practices that have influenced and shaped Welsh society and societies across the world. | To be introduced at progression step 3 and revisited with increasing depth and complexity, at all subsequent progression steps. | Political and economic ideologies and beliefs can influence the way in which humans choose to act i.e. Democracy, Communism |
| Range of different political systems, which have shaped society, at the local, Welsh, British and global levels. | To be introduced at progression step 3 and revisited with increasing depth and complexity, at all subsequent progression steps. | Systems of government, styles of governance and authority permit or restrict, support or prevent human behaviours and actions i.e. Democracy, Autocracy, Dictatorship. |
| Socio-economic and cultural differences which have shaped local, Welsh, British and global societies. | To be introduced at progression step 2 and revisited with increasing depth and complexity, at all subsequent progression steps. | Human beliefs and therefore their actions are influenced by socio-economic differences and cultural practices |
| Religious and non-religious beliefs/ world views, traditions and practices and how these form | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | The significance of religious and non-religious beliefs/ world views, practices, lifestyles, rites, rituals and festivals and their symbolism, helps develop ethically informed citizens and allows pupils to understand different beliefs to their own. |

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| and influence societies, past and present, in Wales, in Britain and in the wider world. | | |
| Continuity and change, significance, cause and consequence and similarity and difference. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Understanding the nature of change is vital to understanding the past and the future and therefore this is a key skill for this What Matters statement. |

| Skills- Learners need to be able to: | Progression steps | Rationale |
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| Chronology and time | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Understanding chronology and how society has changed across time is a key skill for this What Matters statement. It is essential for pupils to have knowledge and understanding of society, and how it has been shaped by human behaviour and beliefs at different times and places, to become an ethically, informed citizen. |

| Experience- Learners need to experience: | Progression steps | Rationale |
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| Visiting a local museum and/or historic site. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | This is important for pupils to gain a greater understanding of the past and present by experiencing authentic opportunities to feel connected with how humans lived in the past. (Experience from FP knowledge & understanding of the world) |
| Interacting with a range of sources, artefacts, buildings, sites and relevant people. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | This is important for pupils to gain a greater understanding of the past and present by experiencing authentic opportunities to feel connected with how humans lived in the past. (Experience from FP knowledge and understanding of the world) |
| Opportunities to explore the cultural identity of all children and become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales. | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for pupils to celebrate different cultures and recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of and appreciate the value of the diversity of cultures and languages that exist in multi-cultural Wales. (From FP PSDWCD) |

Achievement Outcomes for the What Matters Statement

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| | WM 4 |
| Progression Step 1 | I identify special times, events and traditions in my society. I identify aspects of societies in the past and of some of the main events and people I have studied. I have an awareness of aspects of cultural identities in Wales. I know that not all people in society are the same. |
| Progression Step 2 | I can sequence events and understand that the past can be divided into specific periods of time. I know that societies are not fixed and that there have been changes, which have occurred over time. I know that events have causes and consequences that have been shaped by human behaviours. I can identify past and present cultures in Wales and the wider world. I recognise that societies have a range of leaders. I understand that society is made up of diverse groups of people who may believe different things, live and practice in different ways. |
| Progression Step 3 | I understand that different past and present cultures contribute to the diverse society of Wales and the wider world. I can describe events in chronological order and discuss how societies have changed and stayed the same. I can identify short and long-term causes and consequences of change in society and make links between them. I understand that changes can be positive or negative on people's lives and actions. I can describe how people have made significant contributions to Welsh society and the wider world. I understand the similarities and differences within core religious and non-religious beliefs and practices and how these have impacted and shaped actions and decisions. I can describe how people can and have lead societies in different ways. |
| Progression Step 4 | I understand how the causes and consequences of past events are significant to the formation and development of societies. I understand that past human behaviour and relationships influence cultural diversity. I can identify significant turning points and long term/short term causes and consequences, explaining the positive and negative impacts. I can analyse changes and connections across time, place and economy. I can explain and evaluate people's contributions to Welsh society and the wider world. I can evaluate the impact that diverse religious and non-religious beliefs and practices have had on the lives of individuals and societies of Wales and the world. I understand how systems of Government in Wales have changed over time. I can compare these with other systems of Government and explain their impact. |
| Progression Step 5 | I can consider different disciplinary lenses when identifying and explaining the complex nature of different factors within Welsh society and the wider world. I can analyse how cultures have adapted and changed and the consequences this has had on society. I can categorise multiple causes and consequences and analyse the relationship between them. I can analyse links between features of societies across the world and periods of time, the significant turning points and draw reasoned and justified |

conclusions. I can critically examine how change and continuity has not been a single process. I understand that past causes and consequences significant to Wales, Welsh people and the wider world are complex. I can identify and analyse the impact that geographical location, the sphere of influence and culture have on people's views and responses on a variety of issues. I can analyse and evaluate how the demographics of an area can change over time and shape society. I can critically evaluate the impact of inequalities on people's views and responses within and between societies. I understand the different structures and systems for governance in Wales and the wider world and the impact this has had upon societies and the democratic and legal developments in Wales. I can analyse the impact that diverse religious and non-religious beliefs and practices have had on the lives of individuals and societies of Wales and the world. I can evaluate how conflicts and opportunities arise from different cultural, religious and non-religious beliefs and practices, and how these are addressed with differing outcomes.

Alternative approach to presentation for AO at PS 5:

History

- I can identify and explain the complex nature of different factors within Welsh society and the wider world.
- I can critically analyse how cultures have adapted and changed and how this has had consequences for society.
- I can categorise multiple causes and consequences and analyse the relationship between them.
- I can analyse links between features of societies across the world and periods of time, the significant changes, turning points and similarities and draw reasoned and justified conclusions.
- I can critically examine how change and continuity has not been a single process.
- I understand that past causes, consequences and explanations of events significant to Wales and the Welsh people are complex and how and why they were contested.

Geography

- I can identify and analyse the impact that geographical location and culture have on people's views and responses on a variety of issues.
- I can analyse and evaluate how the demographics of an area can change over time and shape society.
- I can critically evaluate the impact of inequalities on people's views and responses within and between societies.

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- I can critically analyse the impact that diverse religious and non-religious beliefs and practices have had on the lives of individuals and societies of Wales and the world.
- I can evaluate how conflicts and opportunities arise from different cultural, religious and non-religious beliefs and practices, and how these are addressed with differing outcomes.

Business

- I understand the different structures and systems for governance in Wales and the wider world and the impact this has had upon societies and the democratic and legal developments in Wales.

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WM5 - Humanity faces many challenges and opportunities, that require informed and considered responses.

Humanity faces many challenges and opportunities, that require informed and considered responses.

Understanding current local, national and global challenges and opportunities is essential to becoming an ethical and informed citizen. Learners should develop informed views about challenges and opportunities that people in Wales, and in the wider world, face. By engaging with ultimate questions learners will understand that people's beliefs, experiences, perspectives and circumstances influence their responses to challenges and opportunities. Learners will understand and evaluate the success and appropriateness of various responses to challenges and opportunities. They will also form and justify their own opinions about challenges and opportunities based on their understanding of peoples' values, beliefs and viewpoints.

| Knowledge- learners need to know: | Progression steps | Rationale |
|---|---|---|
| Environmental, social and cultural challenges and opportunities facing Wales and the world and the historical origins of these challenges and opportunities. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Joe Smith feedback to include 'the historical origins of these challenges and opportunities' Rhys Jones – feedback Geographical association commented that a key challenge and opportunity is sustainability. They feel that this concept should be included at each level so that learners can explore, understand, respond and analyse interdependent challenges underpinned by a sustainable future. |
| Political, economic and technological challenges and opportunities facing Wales and the world and the world and the historical origins of these challenges and opportunities. | To be introduced at progression step 3 and revisited with increasing depth and complexity, all subsequent progression steps. | With growing independence, learners gain awareness of these opportunities and challenges in Wales and make connections between them, so that they can show their commitment to a sustainable future and become ethical and informed citizens. |
| Challenges and opportunities regarding religious and non-religious beliefs facing Wales and the world and the historical origins of these challenges and opportunities. | To be introduced at progression step 3 and revisited with increasing depth and complexity, at all subsequent progression steps. | With growing independence, learners gain awareness of these opportunities and challenges in Wales and make connections between them, so that they can show their commitment to a sustainable future and become ethical and informed citizens. |

| Skills- Learners need to be able to: | Progression steps | Rationale |
|---|--|---------------------------|
| Engaging with ultimate questions to understand peoples' responses to challenges and opportunities | To be introduced at progression step 3 and revisited with increasing depth and | A significant theme in RE |

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| | complexity, at all subsequent progression steps. | |
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| Experience- Learners need to experience: | Progression steps | Rationale |
|---|--|---|
| Experience: Exploring a challenge or opportunity to humanity and ways they can respond to it. | To be experienced at progression step 1 and revisited with increasing depth and complexity, all progression steps. | Learners can become ethical and informed citizens through solving problems. |

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Achievement Outcomes for the What Matters Statement

| | WM 5 |
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| Progression Step 1 | I am aware of challenges and opportunities faced by people. I can describe these challenges and opportunities and how these affect my life. |
| Progression Step 2 | I know challenges and opportunities faced by people in Wales and the wider world and how people respond to them. I respond to questions about challenges and opportunities that I am learning about. I communicate my own opinions about challenges and opportunities. |
| Progression Step 3 | I can describe a range of challenges and opportunities faced by people in Wales and the wider world and compare peoples' varied responses to them. I respond to questions and form my own opinion about challenges and opportunities explored, giving justification. I understand that beliefs, views, experiences and circumstances can influence my response and the varied responses of others. |
| Progression Step 4 | I can explain the challenges and opportunities faced by people in Wales and the wider world and any links between them. I compare responses to ultimate questions about the challenges and opportunities that face humanity. I can explain how people's different beliefs and experiences may influence their responses. I develop informed views on challenges and opportunities that are faced by people in Wales and the wider world. I independently communicate an organised account of a range of opinions about challenges and opportunities. |
| Progression Step 5 | I can consider different disciplinary lenses when exploring challenges and opportunities faced by people within Wales and the wider world. I can evaluate the different responses to them and the impact that they may have. I can explain why people respond differently to challenges and opportunities based on different beliefs and experiences. I can synthesise a range of responses to form an independent, coherent and substantiated conclusion. |

WM6 - Citizens should be ethical and informed, and able to engage in life and work.

Citizens should be ethical and informed, and able to engage in life and work.

Humanities encourages learners to think critically about ethical, economic, entrepreneurial, political or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal, moral, religious and non-religious responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and Welsh identity. They will build a conscious understanding of their own role in society, the world of work and of the religious, non-religious, moral and ethical influences on people's lives.

| Knowledge- learners need to know: | Progression steps | Rationale |
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| Influence of key historical, contemporary and religious figures on the development of own attitudes and values. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for learners to understand what influences the development of their opinions and beliefs. |
| Own and others' economic and social roles in society and their ethical and moral choices as citizens - in a local, Welsh and global context. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for learners to understand their potential economic role in a range of societies and the development of economies. Learners will explore methods and examples of responsible and ethical community participation from the past and present and their role in developing social justice/ injustice including (distribution of wealth, religious freedom, prejudice and discrimination, inequality). |
| Own and others' political role in society and their ethical and moral choices as citizens - in a local, Welsh and global context. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for learners to understand their role in political engagement such as understanding rights and responsibilities including UN Rights of the Child and legal rights and responsibilities as well as the UN's Universal Declaration of Human Rights, in general. |
| Diversity of Identity | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for learners to explore the different aspects of identity: National identity, Local identity, Religious identity, Class identity, Gender identity, Sexual identity. This is important to recognise and respect diversity within their locality, Wales, and the wider world. The need for human beings to have a sense of cultural identity and purpose which in Wales has been evident by the way in which religion and culture have been interwoven. |

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| Religious and non-religious laws, rights, responsibilities, teachings and practices which influence their own and other people's identity and lives. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | It is important for pupils to learn about religious and non-religious laws, rights, responsibilities, teachings and practices. In order to become an ethically, informed citizen, learners should understand their own and others' free expression of belief, emotions, religious experiences, practice and worship, including ways in which people worship and celebrate their faith today. By engaging with these factors learners will explore their own identity, the purpose and meaning of life and how they belong to the society and world in which they live. |
| The essence of what it means to be a human, which explores shared values, identity, personal worth, creativity, imagination, love, faithfulness and goodness. | To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | Understanding what it means to be human supports learners to develop their identity and understanding the purpose and meaning of life to reflect upon the questions: Who am I? Where do I come from? Why am I here? |

| Skills- Learners need to be able to: | Progression steps | Rationale |
|--------------------------------------|-------------------|-----------|
| | | |

| Experience- Learners need to experience: | Progression steps | Rationale |
|--|--|---|
| Experience: Opportunities to reflect upon and develop their own spirituality | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all progression steps. | In order to become a fully rounded human being, learners need to develop their own spirituality, intellectual curiosity, open-mindedness, tolerance, emotion, empathy, reflection, intuition, search for meaning. |
| Experience: Opportunities to encourage enterprising attitudes. | To be experienced at progression step 2 and revisited with increasing depth and complexity, at all subsequent progression steps. | It is essential for students to learn about enterprise both to address the economics aspect of Humanities and to develop creative, enterprising and learners who appreciate and understand their role in the world of work. |
| Experience: Opportunities to develop their sense of being a citizen of Wales and the world | To be experienced at progression step 1 and revisited with increasing depth and complexity, at all | It is important for learners to develop a sense of citizenship in order to understand their own identity and sense of belonging as well as developing their knowledge of others'. Developing citizenship has economic benefits as well as equipping learners to understand the causes and |

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| | progression steps. | consequences of their actions on people around them in Wales and in the wider world. Having a sense of being a citizen helps learners to live in a fairer and more inclusive society in which people participate and belong. |
| Experience: Planning a local community contribution or form of social action in Wales. | To be experienced at progression step 4 and with increased depth and complexity, at progression step 5. | Planning a local community contribution or form of social action allows learners to address a societal problem or issue important to their local, national or global community. It involves learners giving their time and other resources for the common good of others. |
| Experience: Discussing current social issues in Wales and the wider world | To be experienced at progression step 3 and revisited with increasing depth and complexity, in the subsequent progression steps. | Taking part in discussion and debate is invaluable for learners to communicate and test their understanding, reflect on the validity of the views of others and come to informed and balanced conclusions. This in turn develops learners as healthy and confident individuals. |

Achievement Outcomes for the What Matters Statement

| | WM- |
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| Progression Step 1 | I have an awareness of who I am and that I am part of different communities. I can say how I feel and recognise that other people have feelings. I am aware that people believe in different things. I am aware that I have rights. I know the difference between right and wrong. I can look after places important to me. I understand that people have different types of jobs and do different types of work. I am aware that money is used in the world. |
| Progression Step 2 | I have a sense of identity and I am able to engage with a range of communities. I recognise the importance of roles and responsibilities within those communities. I can show how I am responsible for my immediate and wider community and explain why this is important. I know what acceptable behaviour is and understand the consequences of my actions. I am developing empathy for others and understand that people's religious and non-religious beliefs can impact on their behaviour and actions, particularly when responding to ethical issues. I know the differences between peoples' jobs in the world of work and I am developing my entrepreneurial skills and use of money. I have an awareness of the rights of a child. |
| Progression Step 3 | I understand that there are different aspects to my and other people's identities. I have taken an active role as a responsible citizen within my local community, Wales and the wider world. I can discuss issues of social justice and moral responsibility. I can describe what the implications are for myself and others of not looking after the environment. I am able to describe how others are feeling in a variety of situations. I understand how my choices and behaviour affect local, national and global issues. I know that people have different views, religious and non-religious beliefs and I can explain how this can impact and influence their |

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| | actions and decisions. I can describe ethical issues and explore a range of responses. I understand and can engage in democracy. I know and follow rules and laws and understand my rights and responsibilities. I can describe a range of jobs and roles that exist within different sectors of the world of work. I have developed my entrepreneurial skills through a range of experiences and understand profit and loss. |
| Progression Step 4 | I understand the varying identities of others and the ways in which communities interact. I can identify, plan and take action in order to play an active role as a responsible citizen within my local community, Wales and the wider world. I understand the impact of my actions on the environment for myself and future generations. I can evaluate how my actions impact on others and can empathize. I am able to analyse how religious and non-religious beliefs impact moral and ethical decision making. I recognise the impact of authority, democracy, rights and responsibilities within Wales and the wider world and how changes can influence decisions made. I can understand there is a hierarchy of roles within various sectors of the economy and the different roles and functions within businesses and organisations. I know there are financial implications from occupying one of those roles. I am independent when carrying out enterprising and entrepreneurial activities. |
| Progression Step 5 | I can analyse how individuals and communities interact and explain how and why these interactions have evolved. I can identify, plan, action and evaluate the role I play as a responsible citizen within my local and wider community, Wales and the wider world. I can empathize with others and adapt behaviour and actions appropriately. I can evaluate the success of strategies taken to take care of the environment and the wider world and suggest other possible solutions. I can critically analyse and synthesise diverse religious and non-religious beliefs and practices and their impact on moral and ethical issues. I can describe and explain the role of stakeholders within business and the economy. I have developed entrepreneurial skills and can apply the business processes to be able to plan, action and evaluate. I understand implications of various economic circumstances. |

Appendix 2 – Definition of Humanities

The following draft definition has been developed by the group.

Humanities is the study of the human experience in the past and present. It allows us to consider possible futures for humanity/for the people of Wales and the wider world. Humanities provides a range of lenses through which we can understand and process the experiences of humanity. Humanities allows us to gain self-awareness and an understanding of our place in the world/Wales' place in the world. Humanities includes learning about the factors that influence society, environment, culture, human behaviour, the relationship between people and the natural and social environment in Wales and the wider world. The Humanities disciplines use a process of enquiry that is central to developing a critical mindset. Humanities provides perspectives through which we explore historical, geographical, religious, non-religious, political, economic and societal/sociological and classical concepts. Humanities aims to encourage learners to actively contribute to their communities/Welsh society through engaging (and critically engage) with local, national and global issues to become a responsible citizen of Wales and the wider world.

DRAFT

QUESTIONS AND FEEDBACK

Name: (optional)

SACRE Region:

What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?

Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?

Is there anything we should consider when developing the supporting framework?

What are the implications of these proposals for you?